

LEA	#281	Name: Moscow School District	
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CIP Contact	Name: Dr. Greg Bailey		Phone: 208-892-1139
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Mission and Vision - REQUIRED

***Mission:** The Moscow School District commits all assets, facilities, time and energy to provide students with the tools needed to become contributing members of society.*

***Vision:** The energies and resources of the District will be dedicated to supporting and empowering:*

- *Students to engage in the process of learning.*
- *Teachers and support staff to inspire each student to achieve his or her maximum potential.*
- *The community to be an integral part of the learning process.*

Community Involvement in Plan Development

We understand the importance of making sure staff members, parents, and other community members consider themselves a contributor to the plan development, as well as having a voice in all aspects involving our educational program. This has been an area we have had to improve on in the past and have made promising changes toward improvement.

During the COVID-19 pandemic, it became even more apparent that communication with all stakeholders was vital due to the constant changes having to be made within the school system. Five major communication practices were utilized to help accomplish this goal.

First, the building administrators have continued their increased communication with parents this year. The principals of each school send a weekly email to all the families with students in their building. These emails consist of important notices, listing of upcoming events, Good News articles, and updates on the pandemic. Parents report that these emails are extremely important to them and appreciate the effort on the part of the building principals. The superintendent also sent out district-wide emails or phone messages using School Messenger Mass Communication System when major issues occurred or topics that impacted all the families needed to be addressed.

Second, the superintendent is continuing to provide a weekly voluntary morning Zoom meeting open to all Moscow School District employees called “Coffee Chat with the Superintendent”. This recorded meeting covers vital information shared with staff, allows staff to ask questions, and allows the staff to provide suggestions or feedback to help guide the direction of the district. The attendance varies between 50 to 120

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS

LEA # 281	LEA Name: Moscow School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data:	https://idahoschools.org/districts/281/profile
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets

Goal	Performance Metric	2021-22	2022-23
		Performance Targets (From LEA's 2021-22 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort	2022 cohort
		95.0%	95.0%
	5-year cohort graduation rate (optional metric)	2020 cohort	2021 cohort
		N/A	N/A
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	60.0%	60.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	55.0%	55.0%
	% students who make adequate growth on the grade 8 Math ISAT	50.0%	50.0%
	% students who score proficient on the grade 8 ELA ISAT	75.0%	75.0%
	% students who make adequate growth on the grade 8 ELA ISAT	50.0%	50.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	55.0%	55.0%
	% students who make adequate growth on the grade 6 Math ISAT	50.0%	50.0%
	% students who score proficient on the grade 6 ELA ISAT	70.0%	70.0%
	% students who make adequate growth on the grade 6 ELA ISAT	65.0%	65.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	81.0%	81.0%
	% students who score proficient on the Grade 1 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	85.0%	85.0%
	% students who score proficient on the Grade 3 Spring IRI	84.0%	84.0%
	% students who score proficient on the Grade 4 ELA ISAT	67.0%	70.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	66.0%	66.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
% of students who scored proficient on the spring Istation in grade 4	70.0%	78.00%	80.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
# of HS students who graduate with an associate's degree or a CTE certificate	60	75	60

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS

Section V: Report of Progress Narrative

Areas of Success

- **Elementary:** Our district was able to provide summer remediation in math and ELA through IDLA for any currently enrolled student, k - 5. All our elementary schools reviewed data in reading and math throughout the year and adjusted interventions accordingly.
- **Moscow Middle School:** Moscow Middle School took several steps to address pandemic related student learning needs during the 2021-22 school year. Key among them was hiring an academic support (intervention) teacher for the second half of the school year. This position assisted students with existing remediation plans and makeup work due to extended absence. The intervention teacher worked with the rest of the staff to initiate, implement, and monitor remedial support. Because of this resource, many students were able to catch up to grade level and we experienced a greater than 50% reduction in the number of year end remediation plans over the previous year. In addition, new curriculum and related best practices in math and ELA are showing great promise, including a school wide rebound in ISAT math scores.
- **Moscow High School:** Being able to have full-time school five days a week and limiting on-line only courses was great for our students and staff. Teachers continue to use Canvas to assist absent students and our collaboration periods have become more formalized. Our Response to Intervention teams meet twice as often compared to the pre-pandemic times as we continue to address learning loss issues. We continue to use our Access period which gives students one period a week to catch up, get extra help, or get ahead in their courses. Our school is 1:1 with Chromebook laptops.

Areas of Challenge

- **Elementary:** Engaging students through multiple digital platforms, inconsistent and extended student absences, and the task of covering all content standards. Meeting the needs of all students, some of which had not attended school of any kind since March 2020.
- **Moscow Middle School:** The greatest challenges that we experienced involved the social emotional well-being of students, families, and staff members. 2021-22 was a very difficult year on many fronts with much evidence in student behavior, family health and staff morale. More students than usual struggled to follow rules with a significant uptick in discipline issues toward the end of the year. Tragically, many students lost one or more parents/guardians (an average of one per month) for a period of 20 months. This number includes covid deaths, other illnesses and three parent suicides. A higher-than-average number of MMS teachers resigned, some of whom are leaving the profession altogether.
- **Moscow High School:** While regular face-to-face attendance is helping us address learning gaps, we still have a wider than usual range of abilities in our classes. We have a severe shortage of substitute teachers and paraprofessionals.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS

Section V: Report of Progress Narrative Plans for Building on Our Successes and/or Addressing Challenges continued **Plans for Building on Our Successes and/or Addressing Challenges**

- **Elementary:** Through the utilization of Learning Loss funds, we will increase staffing to deliver intervention services to our students in need and purchase additional digital devices and intervention curricula.
- **Moscow Middle School:** We are implementing several strategies this year to address the areas of challenge listed above. We have hired a building support paraprofessional to assist with student learning and behavioral needs, and to track data as go through the year. We have implemented or re-implemented student support pullout days including 6th Grade Cub Pride, 7th Grade Respect and Responsibility (R & R) and 8th Grade Core Days. We have implemented weekly CORE lessons that target typical challenges that middle school students face, delivered during Friday homeroom (advisory) periods. We are continuing professional development in math and ELA as well.
- **Moscow High School:** We plan to continue using our more intensive RTI model and Access period to address student needs. We are continuing our social-emotional/induction activities like Youth Empowerment, Natural Helpers, Homecoming activities, Club Fair, Financial Aid Night, and many more.

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS

Section VI: Notes

NOTES: Elementary School Subject areas/grade levels not N%: GT, Title, Sped, PE, Music, STEAM, Movement, School Psychologists, Counselors.
Middle School Subject areas/grade levels not N%: Electives including music, art, independent study, foreign language, drama, world cultures, outdoor science, creative writing, publications, and technology courses. Core courses including 6th and 7th Social Studies, World History, Life Science, Physical Science, Chemistry and Health, and Special Education.
High School Subject areas/grade levels not N%: Art, Music. PE, Special Education, and PTE

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
K	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	81.0%	70.0%	72.0%
1	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Idaho Reading Indicator	75.0%	71.0%	72.0%
2	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Idaho Reading Indicator	85.0%	75.0%	73.0%
3	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Idaho Reading Indicator	84.0%	74.0%	77.0%
4	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Summative	52.0%	61.0%	62.0%

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
5	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Summative	54.0%	51.0%	54.0%
6-8	Mathematics	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Summative	41.0%	49.0%	55.0%
6-8	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Summative	66.0%	62.0%	66.0%
9-12	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Common Assessments	N/A	64.0%	70.0%
9-12	Mathematics	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Common Assessments	N/A	83.0%	85.0%
9-12	Science	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Summative	N/A	N/A	N/A
9-12	US History & Government	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	U.S. Citizenship Test	100.0%	100.0%	100.0%